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ABSTRACT

The New Jersey Minimum Basic Skills (MBS) Tests in reading and mathematics were administered for the third consecutive year during the week of March 24, 1980 to approximately 390,000 publicly educated students in grades 3, 6, 9, and 11. The 1979-80 MBS Tests measured the same skills as the 1977-78 and 1978-79 tests. These three tests remained equivalent with respect to the total number of items, the type of items, and the emphasis in each skill area. However, each item on the 1979-80 test was a new item. Results were presented in tables and may be summarized as follows: (1) a significantly larger percentage of students met the statewide minimum standard in all grades and subjects in 1979-80 than during the previous two years of MBS testing; (2) increases were most dramatic in the elementary grades; (3) overall, on all grade levels, there was a 3.4 percent increase in reading and a 6.9 percent increase in mathematics as represented by the percent of students attaining the minimum basic level over the three years of MBS testing; and (4) on the average, all students obtained higher scores. (RL)

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NEW JERSEY STATE DEPARTMENT OF EDUCATION

DIVISION OF OPERATIONS, RESEARCH, AND EVALUATION

NEW JERSEY STATEWIDE MINIMUM
STANDARDS: RESULTS FROM THE
PROGRAM'S FOURTH YEAR

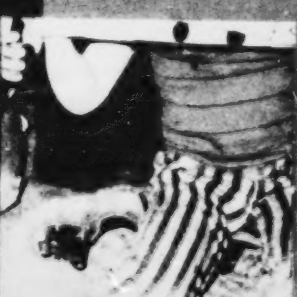
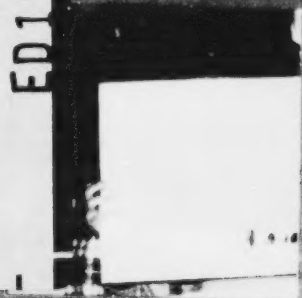
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NEW JERSEY STATEWIDE MINIMUM STANDARDS:
RESULTS FROM THE PROGRAM'S FOURTH YEAR

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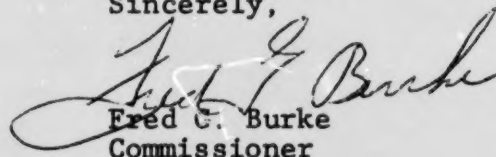
Dear Colleague:

I am pleased to present this report titled "New Jersey Statewide Minimum Standards: Results from the Program's Fourth Year" written by Mr. Howard Gallas of the Office of State Educational Assessment. The primary purpose of the Minimum Basic Skills Testing Program is to provide data that will assist local decision makers in identifying individual student, class, building and district strengths and weaknesses.

Many districts in the state have, in the past few years, implemented programs designed to address the skills measured by the MBS tests. However, consideration must be given to the underlying philosophy that the basic skills represent only one segment of the larger educational curriculum. The strengthening of the basic skills represents only a foundation for the continued development and expansion of other important curricular areas. Therefore, conclusions about districts or comparisons made among districts solely on the basis of MBS test scores are inappropriate and do not serve a useful purpose.

We are beginning to witness the effect of the emphasis placed by the entire educational community on basic skills. School district personnel should be proud of their accomplishments. However, in a number of districts there remain many students who are not meeting the statewide standard. I am confident that the implementation of the statewide evaluation/classification process currently being instituted will direct our efforts to those districts where assistance is needed.

Sincerely,



Fred C. Burke
Commissioner

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	viii
INTRODUCTION.....	1
Test Equating.....	2
MBS Scores.....	5
RESULTS.....	8
Statewide Results.....	8
MBS Program Comparisons Over Three Years.....	10
Enrollment Data.....	12
Statewide Score Distribution.....	16
DFG, Community Type and EIC Results.....	18
SUMMARY.....	39

LIST OF TABLES

TABLE		PAGE
1	EFFECTS OF EQUATING ON THE NUMBER OF ITEMS STUDENTS MUST CORRECTLY ANSWER TO MEET THE STATEWIDE MINIMUM STANDARDS.....	7
2	1979-80 MINIMUM BASIC SKILLS TEST RESULTS.....	9
3A	TOTAL STUDENTS TESTED 1979-80.....	13
3B	PERCENT OF SPECIAL EDUCATION AND LIMITED ENGLISH SPEAKING STUDENTS MEETING THE STATEWIDE STANDARD IN 1979-80.....	15
4A	1979-80 NEW JERSEY MINIMUM BASIC SKILLS TESTS PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE - READING...	17
5A	1979-80 NEW JERSEY MINIMUM BASIC SKILLS TESTS PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE - MATHEMATICS.....	17
4B	1978-79 NEW JERSEY MINIMUM BASIC SKILLS TESTS PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE - READING...	19
5B	1978-79 NEW JERSEY MINIMUM BASIC SKILLS TESTS PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE - MATHEMATICS.....	19
6	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE THREE READING.....	20
7	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE SIX READING.....	21
8	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE NINE READING.....	22
9	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE ELEVEN READING.....	23
10	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE THREE MATHEMATICS.....	24

TABLE

PAGE

11	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE SIX MATHEMATICS.....	25
12	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE NINE MATHEMATICS.....	26
13	PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS FOR GRADE ELEVEN MATHEMATICS.....	27
14	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY DFG - 1979-80.....	29
15	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY DFG - 1978-79.....	30
16	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY DFG - 1977-78.....	31
17	PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE FOR READING.....	32
18	PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE FOR MATHEMATICS.....	34
19	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY COMMUNITY TYPE AND REGION - 1979-80.....	36
20	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY COMMUNITY TYPE AND REGION - 1978-79.....	37
21	PERCENT OF STUDENTS MEETING OR EXCEEDING THE PROFICIENCY STANDARD BY COMMUNITY TYPE AND REGION - 1977-78.....	38
22	PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY EIC REGION FOR READING.....	40
23	PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN MINIMUM STANDARDS CATEGORIES BY EIC REGION FOR MATHEMATICS.....	42

EXECUTIVE SUMMARY

The New Jersey Minimum Basic Skills Tests in reading and mathematics were administered for the third consecutive year during the week of March 24, 1980 to approximately 390,000 publicly educated students in grades three, six, nine and eleven. The 1979-80 Minimum Basic Skills Tests measured the same skills as the 1977-78 and 1978-79 tests. These three tests have remained equivalent with respect to the total number of items, the type of items, and the emphasis in each skill area. However, each item on the 1979-80 test was a new item; no item appearing on the 1977-78 or 1978-79 test appeared on the 1979-80 test. Moreover, to ensure that the 1979-80 test results were directly comparable to the previous two years, the test scores were equated and the same score scale developed to report the 1978-79 results was used for the 1979-80 tests.

A significantly larger percentage of students met the statewide minimum standard in all grades and subjects in 1979-80 than during the previous two years of MBS testing. These increases were most dramatic in the elementary grades. In third grade reading 91.5 percent of the students met the standard as compared to 87.7 percent meeting the standard on the 1978-79 test and 86.3 percent on the 1977-78 test--a 5.2 percent growth over three years. With respect to the third grade math, 83.9 percent met the statewide standard in 1980, while 76.1 percent and 75.3 percent did likewise in 1979 and 1978 respectively--an increase of 8.6 percent over three years.

The most significant increases occurred in the sixth grade. For the 1979-80 testing period, 82.0 percent of the students met the reading standard, while 74.5 percent and 75.3 percent did so in 1979 and 1978 respectively--an increase of 6.7 percent over the three year period. Moreover, 82.6 percent of the pupils met the standard in mathematics, representing an increase of 12.2 percent over both previous years (70.4 percent of the students met the standard in 1978 and 1979).

Though the gains for the secondary students were not as pronounced as those for the elementary grades, they were nonetheless significant. In ninth grade, 79.4 percent met the standard in reading, compared to 76.0 percent in 1979 and 76.3 percent in 1978; representing a 3.1 percent increase over the three year period. In mathematics, 80.9 percent met the standard this year compared to 77.2 percent in 1979 and 74.5 percent in 1978; an increase of 6.4 percent over three years. Although there was a decrease in the percent of 11th grade students meeting the standard between 1977-78 and 1978-79, results from the 1979-80 MBS test indicate a reverse in that trend. With respect to the 11th grade reading test results, 88.2 percent of the students met the standard in 1980, while 84.2 percent did so in 1979 and 89.9 percent in 1978. In mathematics, 84.3 percent met the standard while 79.9 percent did similarly in 1979 and 84.0 percent met the standard in 1978.

Overall, on all grade levels, there has been a 3.4 percent increase in reading and 6.9 percent increase in mathematics as represented by the percent of students attaining the minimum basic

level over the three years of MBS testing.

Another index of student score improvement is the difference in average scores. Results indicate that not only a larger percentage of students are meeting the standard, but also, on the average, all students are obtaining higher scores. The third grade mean score in reading was 90.3, an increase of 3.0 points since 1978. With respect to third grade math, the mean score was 81.7, representing an increase of 5.9 points during the three years of MBS testing. In sixth grade, the average scores were 84.9 and 80.5 in reading and math respectively, representing increases of 3.0 and 8.0 points since the first year of the program. The ninth grade average scores were 83.7 in reading and 78.8 in math, increases of 1.2 and 3.3 points respectively. In 11th grade, the reading mean score was 87.8, a decrease of 1.0 points from 1978 but an increase of 1.0 points from last year. In 11th grade math, the mean score was 81.8, up 1.2 points from 1978 and 1.8 points from last year.

Due to the continued stringent absentee policies established by the Department of Education to ensure that all eligible students would be tested, there has been a significant increase in the percentage of pupils taking the test over the three year period. Most notably, there has been a 6.7 percent increase in the number of 11th grade students taking both tests between 1977-78 and 1979-80. The percent of students tested in 1979-80 ranged from 98.3 percent of the sixth grade students taking both tests to 95.9 percent of the ninth grade students taking the mathematics test. Further a continued large percentage of

handicapped pupils and students with limited English speaking abilities were administered the Minimum Basic Skills Tests. Finally, the percent of voided answer sheets decreased from 0.7 percent in 1977-78 to 0.3 percent in 1978-79 to 0.2 percent in 1979-80.

INTRODUCTION

The New Jersey Minimum Basic Skills (MBS) Tests were administered for the third consecutive year during the week of March 24, 1980. Approximately 390,000 publicly educated students in grades three, six, nine and eleven were administered these state mandated tests in reading and mathematics.

These tests were designed to meet the legal mandate of Chapter 97 of the New Jersey Public Laws of 1976 which required the establishment of uniform statewide minimum levels of pupil proficiency in basic communication and computational skills. The law provided that minimum levels of pupil proficiency be established "at appropriate points in the educational careers of the pupils," and that these minimum levels of pupil proficiency be "reasonably related to those levels of proficiency ultimately necessary as part of the preparation of individuals to function politically, economically and socially in a democratic society." (Chapter 97, P.L. 1976.)

The minimum standards legislation was signed into law on September 22, 1976. Because the bill was signed too late to properly implement a comprehensive program for school year 1976-77, a special interim program was developed for that school year, based on the Educational Assessment Program (EAP) Tests.¹ Beginning with academic year 1977-78, a new, more comprehensive

¹For a description of those results, see Koffler, S. L., New Jersey Statewide Minimum Standards: Results from the Program's First Year. Occasional Papers in Education, New Jersey Department of Education, 1977.

program was adopted for implementation as a statewide Minimum Competency Testing Program.²

As part of the process of developing such a testing program, a series of basic skills were identified as those objectives that students should master, at a minimum, at the specified grades. Those objectives were used to determine the test specifications upon which the Minimum Basic Skills Tests were developed.

The skills' objectives remained the same for the tests in 1977-78, 1978-79 and 1979-80. Therefore, the 1979-80 MBS Tests measured precisely the same skills as did the 1977-78 and 1978-79 MBS Tests. The three tests were equivalent in terms of total number of items, relative emphasis in each skill area and types of items. However, there was a major difference among the three years' tests. Each item on the 1979-80 test was a completely new item. No item appearing on the 1977-78 or 1978-79 test appeared on the 1979-80 test.

Test Equating

Because no test item appeared on any previous test, there was a concern regarding the establishment of an equitable proficiency standard for the newest test.

In January 1978, the New Jersey State Board of Education resolved that the cut-off scores for the 1977-78 Minimum Basic Skills Tests would be set at 65 percent correct in mathematics

²For a description of the 1977-78 program, see Koffler, S. L., New Jersey Statewide Minimum Standards: Results from the Program's Second Year. Occasional Papers in Education, New Jersey Department of Education, 1978. For a description of the 1978-79 program, see Koffler, S. L., New Jersey Statewide Minimum Standards: Results from the Program's Third Year. Occasional Papers in Education, New Jersey Department of Education, 1979.

and 75 percent in reading. These standards were recommended by the MBS Advisory Committee and were based upon the results of the test development committees' utilization of the Nedelsky standard setting procedure and the Technical Advisory Committee's analysis of the 1977-78 field test results.³

The cut-off scores of 65 percent and 75 percent were not arbitrarily selected. Those standards took into consideration both the content of each particular test and the difficulty of the items on the test. The cut-off scores represented a level of achievement on the 1977-78 MBS Test which signified that a particular student was minimally proficient in mathematics and reading.

A crucial aspect of the 1979-80 MBS program concerned the establishment of cut-off scores that were appropriate, taking into consideration the content and difficulty of those particular test items. More importantly, the definition of a "minimally proficient" achievement level has had to remain the same between 1977-78, 1978-79 and 1979-80. Cut-off scores on the 1979-80 test had to be determined so that the scores' associated level of achievement was identical to the level of achievement associated with a score of 65 or 75 on the 1977-78 and 1978-79 Minimum Basic Skills mathematics and reading tests, respectively. In other words, regardless of whether a student was administered the 1977-78, 1978-79 or 1979-80 MBS Test, the level of achievement that he/she would have to exhibit to demonstrate minimum

³For a description of the standard setting process, see Meissner, F. M., State of New Jersey Minimum Basic Skills Program, Final Report of the Advisory Committee, January 12, 1978.

proficiency would be identical. Recall that the designation of attainment of minimum competencies was not predicated simply on the figures 65 percent and 75 percent correct on the 1977-78 MBS Tests, but rather upon the level of achievement identified by answering that percent of items correctly. The minimum standard is not a particular score (or percent correct) but, rather, a designated level of achievement.

To determine those scores on the 1979-80 test and the 1977-78 test that would signify the same level of achievement, statisticians from the National Evaluation Systems (the test contractor at that time) analyzed the data from the 1979-80 MBS field test administered in the fall of 1979, (which included a 25 item section from the 1977-78 tests), and using appropriate techniques (see W. Angoff in R. L. Thorndike, Educational Measurement, 1972), equated the two sets of scores. That is, those scores that signified the same level of achievement were considered to be equal; each possible score on the 1979-80 Minimum Basic Skills Tests was expressed in the units of the 1977-78 score scale.

The cut-off scores on the 1979-80 Minimum Basic Skills Tests were those scores that equated to (or signified the same achievement level as) 75 percent and 65 percent correct on the 1977-78 reading and mathematics tests, respectively.

This procedure has been applied to the current MBS Test and will be subsequently applied to the new test developed in each succeeding year. For a more detailed rationale for equating, the reader is referred to the pamphlet entitled, "New Jersey Minimum Basic Skills Testing Program 1979-80: School District

Guidelines," which may be obtained from the Office of State Educational Assessment.

MBS Scores

As a result of the equated scores, it was necessary to change the manner of score reporting in 1979. It was recommended by the Technical Advisory Committee that a score scale be used to report all Minimum Basic Skills Test results every year. Use of the score scale would eliminate possible confusion caused by reporting equated scores. With the score scale, the determination of whether a student met the minimum standard would always be designated by the same score on the score scale.

The score scale ranges from 0-100; a score of 65 signifies the mathematics standard and a score of 75 signifies the reading standard. The score scale values are numbers, not percent correct scores or percentiles. They are based on the 1977-78 Minimum Basic Skills Test. Thus, a student correctly answering 65 percent of the 1977-78 year's mathematics items would have a scaled score of 65. However, if a student correctly answered 68 percent of the 1979 Minimum Basic Skills questions correctly and if by the equating procedure it was determined that the level of achievement expressed by that score was equal to a score of 66 percent correct on the 1978 Minimum Basic Skills Test, then the student's 1979 scale score would be 66. That student has the same level of achievement as a student answering 66 percent of the 1977-78 test.

By utilizing this score scale, known as the Minimum Basic Skills Score, scores of 65 and 75 will always correspond to the statewide minimum standard, and the results from one year to the

next will be directly comparable. It must be remembered that a student who receives a score of 65 may have to answer a greater or fewer number of items correctly based on the relative difficulty of the test compared to the difficulty of the 1977-78 Minimum Basic Skills Test. However, the level of achievement signified by a score of 65 or 75 will always be the same.

Table 1 illustrates the effects of the equating upon the number of items that a student taking the 1979-80 MBS Test had to correctly answer to meet the statewide minimum standard. For example, because the 1978-79 sixth grade mathematics test was harder than the 1977-78 version, students had to answer fewer items correctly to meet the standard on the 1978-79 test than on the 1977-78 test. However, because the 1979-80 sixth grade mathematics test was less difficult than either the 1977-78 or 1978-79 versions of the test, students had to answer more items correctly to meet the standard on the 1979-80 test than on the previous versions of this test. With the exception of the ninth grade reading test, students were required to answer the same number of items or more items correctly on the 1979-80 test than on the 1978-79 test to meet the statewide standard. The numbers specified in Table 1 all correspond to the number of items that must be answered to correctly to obtain scores of 75 and 65 on the reading and mathematics tests, respectively.

Test equating insures that the test results are comparable among the three years. Furthermore, it should be noted that two independent statisticians reviewed the equating procedures of the 1979-80 test contractor, National Evaluation Systems, Inc. of

TABLE 1
EFFECTS OF EQUATING ON THE NUMBER OF ITEMS STUDENTS
MUST CORRECTLY ANSWER TO MEET THE STATEWIDE MINIMUM STANDARDS

TEST	NUMBER OF ITEMS	NUMBER CORRECT ON 1977-78 TEST TO MEET STANDARD	NUMBER CORRECT ON 1978-79 TEST TO MEET STANDARD	NUMBER CORRECT ON 1979-80 TEST TO MEET STANDARD
3 Reading	100	75 (75%)	79 (79%)	79 (79%)
3 Mathematics	100	65 (65%)	68 (68%)	70 (70%)
6 Reading	95	72 (75.8%)	74 (77.9%)	78 (82.1%)
6 Mathematics	100	65 (65%)	64 (64%)	67 (67%)
9 Reading	110	83 (75.5%)	87 (79.1%)	83 (75.5%)
9 Mathematics	95	62 (65.3%)	62 (65.3%)	62 (65.3%)
11 Reading	110	83 (75.5%)	84 (76.4%)	86 (78.2%)
11 Mathematics	90	59 (65.5%)	63 (70.0%)	63 (70.0%)

Amherst, Massachusetts. During the course of their review, it was observed that a minor error had been made by the test contractor that resulted in 1300 cases where a ninth grade student received a score of 74.9 in reading, when the actual score should have been 75.0. Although this difference is small, it was critical that it be corrected because a student assigned a score of 74.9 would not have met the standard, while a student scoring 75.0 would have met the statewide standard. All data in this report reflect the corrected results.

RESULTS

Statewide Results

The statewide results of the 1979-80 administration of the Minimum Basic Skills Tests appear in Table 2. Statewide performance in reading ranged from 91.5 percent of the third grade students meeting the statewide standard to 79.4 percent of the ninth grade students meeting the statewide standard. Eighty-two percent of the sixth grade students met the standard in reading, while 88.2 percent of the eleventh grade students did similarly. In mathematics, statewide performance ranged from 84.3 percent of the students meeting the standard in eleventh grade to 80.9 percent in ninth grade. In third grade mathematics, 83.9 percent of the students met the statewide standard; in sixth grade 82.6 percent of those students met the standard.

It is interesting to note at this point that, unlike the previous two years of MBS testing when the smallest percentage of students meeting the statewide minimum standard occurred in the

TABLE 2
1979-80 MINIMUM BASIC SKILLS TEST RESULTS

TEST	NUMBER TAKING TEST IN 1979-80	NUMBER MEETING OR EXCEEDING STATEWIDE STANDARD IN 1979-80	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN 1979-80	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN 1978-79	PERCENT MEETING OR EXCEEDING STATEWIDE STANDARD IN 1977-78	CHANGE IN THE PERCENT OF STU- DENTS MEETING OR EXCEEDING THE STATEWIDE STAN- DARD FROM 1977-78 TO 1979-80	MEAN TEST SCORE 1979-80 ¹	MEAN TEST SCORE 1978-79 ¹	MEAN TEST SCORE 1977-78 ²	CHANGE IN THE MEAN TEST SCORE FROM 1977-78 ³ TO 1979-80
3 Reading	85754	78440	91.5%	87.7%	86.3%	+5.2%	90.27	88.26	87.27	+3.00
3 Math	85684	71921	83.9	76.1	75.3	+8.6	81.71	77.23	75.78	+5.93
6 Reading	87275	71577	82.0	74.5	75.3	+6.7	84.92	82.36	81.87	+3.05
6 Math	87257	72051	82.6	70.4	70.4	+12.2	80.51	73.59	72.48	+8.03
9 Reading	101961	80988	79.4	76.0	76.3	+3.1	83.75	81.90	82.60	+1.15
9 Math	101849	82395	80.9	77.2	74.5	+6.4	78.85	76.69	75.53	+3.32
11 Reading	94943	83701	88.2	84.2	89.9	-1.7	87.84	86.83	88.57	-1.03
11 Math	94903	79991	84.3	79.9	84.0	+0.3	81.80	80.00	80.60	+1.20

¹This mean is expressed in MBS score units. The MBS score is completely comparable to the percent correct score in 1977-78

²This figure is the mean percent of items correctly answered.

³This figure represents the difference between the MBS score for 1979-80 and the percent correct for 1977-78.

sixth grade for both tests, statewide results of the 1979-80 test administration indicate that the smallest percentage of students meeting the standard occurred in ninth grade for both tests. However, the percentage of ninth grade students meeting the standard showed gains of 3.4 percent and 3.7 percent on reading and mathematics respectively over the past two years.

MBS Program Comparisons Over Three Years

Since this was the third year of the MBS program, comparisons between the 1977-78, 1978-79 and 1979-80 tests can be made. Table 2 illustrates these comparisons statewide. A larger percentage of students met the statewide minimum standard in all grades and subjects across the three-year period of program testing except in 11th grade reading. The increases were significant at the elementary grade level. With respect to third grade reading, there was a 5.2 percent gain over the three years; and an 8.6 percent increment in mathematics during the same period. The most significant increase occurred in the sixth grade. Students displayed an increase of 6.7 percent over this period in reading and a growth of 12.2 percent over the previous two years of MBS testing in mathematics.

Though the gains for the secondary school students were not as striking as those for the elementary grades, they were significant. Ninth grade students showed a 3.1 percent increase over three years in reading and a 6.4 percent increase in math for this same time period.

Although there was a decrease in the percent of eleventh grade students meeting the standard between 1977-78 and 1978-79,

results from the 1979-80 MBS test indicate a reverse in that trend. It has been hypothesized that due to the more stringent absentee policy insuring that all eligible students would be tested (adopted for the 1978-79 testing period), many of those students--possibly lower achieving students--who were not tested in 1977-78 were included in the 1978-79 and 1979-80 test population. Indeed, Table 3 indicates that the 11th grade represents the greatest increase in the percent (6.7 percent) of students tested between 1977-78 and 1979-80. Therefore, the inclusion of these students may have contributed not only to a statewide decline in scores for the 1978-79 MBS test, but to the significant decline in eleventh grade scores. However, in 1980, 88.2 percent of the 11th grade students met the standard in reading, while 84.2 percent did so in 1979 and 89.9 percent in 1978. In mathematics, 84.3 percent met the standard, while 79.9 percent did so in 1979 and 84.0 percent in 1978. These results represent a 4.0 percent and 4.4 percent gain in reading and mathematics respectively for 11th grade students when results from the 1978-79 and 1979-80 MBS tests are compared.

An additional index of student score improvement is the difference in average scores. Results indicate not only are a larger percent of students meeting the standard, but also, on the average, all students are obtaining higher scores. Table 2 indicates that for third grade reading, the mean score was 90.3, an increase of three points since 1978. In third grade math, the mean score was 81.7, an increase of 5.9 points during the three years of MBS testing. In sixth grade, the average scores were

84.9 and 80.5 in reading and mathematics respectively, representing increases of 3.0 and 8.0 points since 1978. The ninth grade average scores were 83.8 in reading and 78.9 in mathematics; increases of 1.2 and 3.3 points respectively. In the 11th grade, the mean reading score was 87.8 which represents a decrease of 1.0 points from 1978 but an increase of 1.0 points from 1979. In mathematics, the mean score was 81.8, up 1.2 points from 1978 and 1.8 points from last year.

Enrollment Data

Table 3A provides information relative to the number of students tested. It is apparent from the data in Table 3A that almost every student eligible to be tested was indeed tested during 1980. The percent of students tested ranged from 68.3 percent of the sixth grade pupils taking both tests, to 95.6 percent of the ninth grade students taking the mathematics test. This represents a 4.2 percent gain over the last three years for ninth grade students taking the mathematics test. Furthermore, it can be seen from Table 3A that there has been a substantial gain at all grade levels relative to the number of students tested between 1977-78 and 1979-80. This is quite apparent in the 11th grade where there were increases of 6.4 percent in the percent of students taking both tests. The implementation of a more stringent absentee policy during the 1978-79 test administration accounts for the increase in the number of students tested.

Table 3A also displays the number of Special Education and limited English speaking students taking each test, as well as

TABLE 3A
TOTAL STUDENTS TESTED 1979-80

TEST	ENROLLMENT ¹	NUMBER TESTED ²	PERCENT OF ENROLLMENT TESTED	SPECIAL EDUCATION STUDENTS TESTED	LIMITED ENGLISH SPEAKING STUDENTS TESTED	VOIDED ANSWER SHEETS				TOTAL TESTED	PERCENT TESTED IN 1978-79	PERCENT TESTED IN 1977-78	CHANGE IN PERCENT TESTED BETWEEN 1977-78 AND 1979-80
						V1	V2	V3	TOTAL				
3 Reading	87846	85754	97.6%	4320	1197	44	75	163	282 (.3%)	91553	98.8%	95.7%	+1.9
3 Math	87846	85684	97.5	4320	1220	53	60	197	310 (.3%)	91534	98.8	95.7	+1.8
6 Reading	88763	87275	98.3	4745	900	80	49	133	262 (.3%)	93182	98.5	95.1	+3.2
6 Math	88763	87257	98.3	4743	939	66	54	147	267 (.3%)	93206	98.5	95.1	+3.2
9 Reading	106487	101961	95.7	3754	926	69	65	111	245 (.2%)	106886	95.8	91.4	+4.3
9 Math	106487	101849	95.6	3754	934	68	49	120	237 (.2%)	106774	95.6	91.4	+4.2
11 Reading	97846	94943	97.0	2215	526	20	31	57	108 (.1%)	97792	97.1	90.6	+6.4
11 Math	97846	94903	97.0	2208	525	14	23	63	100 (.1%)	97736	96.9	90.6	+6.4
Total Reading	380942	369933	97.1	15034	3549	213	220	464	897 (.2%)	389413	97.5	93.1	+4.0
Total Math	380942	369693	97.0	15025	3618	201	186	527	914 (.2%)	389250	97.3	93.1	+3.9

¹These figures were reported by the school districts when they returned the completed answer sheets. The figure excludes Special Education, Limited English students and students with voided answer sheets.

²This figure also excludes Special Education, Limited English students and students with voided answer sheets.

the number of students whose answer sheets were voided. Some students who are handicapped or limited in their ability to speak English are not required to take the MBS tests; they may do so, however, at the discretion of the local district. It should be noted that the test scores for handicapped and limited English speaking students are not included in the summary of results that are released publicly. However, Table 3B displays the percent of Special Education and limited English speaking students in each of the grades tested who met the standard in reading and mathematics.

Approximately 15,000 Special Education and 3,500 limited English speaking students were administered the 1979-80 MBS Tests, representing 3.9 percent and 0.9 percent respectively of the students tested. During the 1978-79 school year, Special Education students represented 3.3 percent and limited English speaking students 0.8 percent of the tested population. During the 1977-78 school year, Special Education students represented 2.2 percent and limited English speaking students 0.8 percent of the tested population. Thus, the percent of Special Education students being tested has steadily increased during the duration of the program.

The number and percent of students whose answer sheets were voided has decreased substantially over this three-year testing period. For the 1977-78 test, 0.7 percent of the answer sheets were voided; for the 1978-79 test, 0.3 percent of the answer sheets were voided; for the 1979-80 test, 0.2 percent of the answer sheets were voided for each test. District staff were permitted to void a student's answer sheet for illness or disruptive behavior during the testing session.

TABLE 3B

PERCENT OF SPECIAL EDUCATION AND LIMITED ENGLISH
SPEAKING STUDENTS MEETING THE STATEWIDE STANDARD IN 1979-80

TEST	SPECIAL EDUCATION STUDENTS	LIMITED ENGLISH SPEAKING STUDENTS
Three Reading	59.2%	40.9%
Three Mathematics	42.8	40.2
Six Reading	35.6	20.9
Six Mathematics	33.9	44.5
Nine Reading	24.8	17.1
Nine Mathematics	30.6	43.2
Eleven Reading	32.4	25.6
Eleven Mathematics	37.6	53.5
Total Reading	3.9% of students tested	0.9% of students tested
Total Mathematics	3.9% of students tested	0.9% of students tested

Statewide Score Distribution

Table 4A (reading) and Table 5A (mathematics) present a more detailed description of the statewide test results. Each student's test score has been categorized into one of seven score groupings based on the students' MBS total test score.

For each of the reading tests, the following categories were developed:

<u>CATEGORY</u>	<u>MBS SCORE</u>
7	95-100
6	85-94
5	75-84
4	60-74
3	40-59
2	20-39
1	0-19

Similarly, the following categories were developed for the mathematics test:

<u>CATEGORY</u>	<u>MBS SCORE</u>
7	95-100
6	80-94
5	65-79
4	50-64
3	35-49
2	20-34
1	0-19

Any student whose test score placed him/her in Category 1, 2, 3 or 4 on either test, did not meet the proficiency standard.

Tables 4A and 5A reveal that most of the students who did not meet the standard fell into Category 4 in all eight tests. Moreover, of all of the students who did meet the standard, the majority fell into Category 6. These trends have continued to surface over the last two years of MBS testing. However, it is noteworthy that there is a significant decrease in the percent of

TABLE 4A

1979-80 NEW JERSEY MINIMUM BASIC SKILLS TESTS
 PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
 MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE

READING

GRADE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	85754	0.1%	0.9%	2.7%	4.8%	9.7%	55.2%	48.4%
Six	87275	0.4	1.7	5.4	10.5	16.6	40.4	25.0
Nine	101961	0.4	2.5	6.8	11.0	17.3	34.5	27.6
Eleven	94943	0.1	0.6	3.1	8.1	14.0	47.5	26.8

TABLE 5A

MATHEMATICS

GRADE	TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	85684	0.6%	2.2%	4.8%	8.5%	18.7%	37.9%	27.4%
Six	87257	0.1	1.5	5.1	10.8	21.8	39.1	21.7
Nine	101849	0.1	1.1	5.2	12.7	26.1	40.3	14.6
Eleven	94903	0.3	1.3	4.2	9.9	20.9	36.5	26.9

TABLE 4B

1978-79 NEW JERSEY MINIMUM BASIC SKILLS TESTS
 PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
 MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE

READING

GRADE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-39% MASTERY	CATEGORY 3 40-59% MASTERY	CATEGORY 4 60-74% MASTERY	CATEGORY 5 75-84% MASTERY	CATEGORY 6 85-94% MASTERY	CATEGORY 7 95-100% MASTERY
Three	90646	0.2%	1.2%	3.8%	7.0%	11.3%	41.5%	34.9%
Six	91351	0.3	1.9	7.1	16.3	19.4	35.2	19.9
Nine	108503	0.7	2.7	7.3	13.3	18.7	36.4	20.9
Eleven	96503	0.1	0.8	3.9	11.1	16.4	38.4	29.4

TABLE 5B

MATHEMATICS

GRADE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY
Three	90632	0.6%	3.3%	7.6%	12.3%	20.8%	35.3%	20.0%
Six	91316	0.1	2.2	9.8	17.5	26.7	34.2	9.5
Nine	108350	0.1	1.7	6.9	14.1	27.4	36.3	13.5
Eleven	96329	0.4	1.8	5.8	12.0	21.5	34.7	23.8

students falling into Category 4 and a significant increase in the percent of students falling into Category 7 across all eight tests when a comparison is made between 1978-79 (Tables 4B and 5B) and 1979-80 (Tables 4A and 5A) test results.

DFG, Community Type and EIC Results

Tables 6-13 detail the results of the 1979-80 MBS Tests for each test according to District Factor Groups (DFG)--the socioeconomic status index developed for every school district in the state based on the 1970 census. There are ten DFG's, labelled A through J; DFG A contains districts with the lowest relative socioeconomic status, and DFG J contains districts with the highest relative socioeconomic status. There are two additional DFG categories: DFG V contains all Vocational-Technical LEAs and DFG Z contains all LEAs for which no census information was available, hence, no socioeconomic determination was possible. Table 14 summarizes the results of Tables 6-13. Tables 15 and 16 present similar summary results for the 1978-79 and 1977-78 MBS Tests, respectively.

It has been demonstrated that there is a strong correlation between socioeconomic status and student achievement. The three years of the MBS Test program attest to this fact. Hence, the smallest percent of students meeting the statewide proficiency standard were in DFG A, while the largest percent of students meeting the statewide standard were located in DFG's I and J. It is significant to note that the largest discrepancy in 1977-78 and in 1978-79 between percent of students meeting the standard lies between students in DFG A and all other DFGs; a similar finding

TABLE 6
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE THREE
READING

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	21012	0.5%	3.1%	8.4%	12.7%	17.9%	33.0%	24.5%
B	6495	0.0	0.5	2.1	4.7	12.3	38.7	41.6
C	6716	0.0	0.3	1.8	4.2	11.0	37.3	45.4
D	8199	0.0	0.1	1.0	2.4	7.9	35.9	52.7
E	5726	0.0	0.1	0.4	1.4	5.8	31.6	60.6
F	4516	0.0	0.1	0.6	2.4	6.8	32.9	57.2
G	8992	0.0	0.1	0.5	1.8	5.9	32.5	59.2
H	9655	0.0	0.0	0.6	1.7	5.3	31.4	61.0
I	6084	0.0	0.0	0.4	1.3	5.0	30.0	63.3
J	6753	0.0	0.1	0.3	1.0	4.6	29.7	64.3
Z	1606	0.0	0.0	0.6	3.0	7.4	36.1	53.0

TABLE 7
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE SIX
READING

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	19953	1.7%	5.8%	15.6%	21.6%	20.6%	26.5%	8.6%
B	6133	0.2	1.0	4.9	13.0	21.6	40.2	19.1
C	6586	0.3	1.0	4.4	11.3	18.9	42.2	21.9
D	8096	0.1	0.4	2.9	8.4	17.6	44.0	26.6
E	6088	0.0	0.4	2.2	7.3	16.6	44.0	29.5
F	4637	0.0	0.2	1.7	7.1	16.8	47.9	26.3
G	9542	0.0	0.3	2.0	6.2	14.6	45.0	31.9
H	10192	0.1	0.4	1.7	6.1	13.6	45.5	32.6
I	6732	0.0	0.3	1.1	4.1	11.9	44.7	37.8
J	7784	0.0	0.1	0.7	3.7	9.9	47.0	38.6
Z	1532	0.0	0.5	2.3	6.3	17.7	46.7	26.6

-21-

TABLE 8
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS
GRADE NINE
READING

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	20117	1.2%	7.8%	17.4%	19.4%	20.5%	23.4%	10.2%
B	7065	0.2	2.5	8.5	13.9	20.7	33.6	20.6
C	7231	0.4	2.2	7.1	13.8	20.1	34.8	21.6
D	9123	0.1	1.3	4.4	10.7	18.8	38.7	26.1
E	7681	0.2	0.8	3.3	8.9	17.5	40.7	28.7
F	7792	0.1	0.6	3.1	8.0	15.9	39.2	33.2
G	11500	0.1	0.8	3.3	7.0	15.5	37.0	36.2
H	9486	0.1	0.8	2.8	6.7	14.9	37.7	37.0
I	10868	0.1	0.5	1.9	5.0	12.3	37.9	42.3
J	6749	0.1	0.5	1.7	4.5	11.5	36.9	44.7
V	3158	0.2	2.8	11.6	20.2	25.7	31.2	8.4
Z	1191	0.1	1.5	4.9	9.8	19.5	38.3	25.8

-22-

TABLE 9

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE ELEVEN
READING

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	15217	0.2%	1.7%	10.0%	19.0%	21.4%	36.7%	10.9%
B	5994	0.1	0.7	3.9	10.6	17.7	46.9	20.2
C	6772	0.0	0.6	3.3	9.6	17.7	48.6	20.3
D	8670	0.0	0.4	2.0	6.9	13.9	52.3	24.5
E	7578	0.0	0.2	1.0	5.4	13.7	52.6	26.9
F	7316	0.1	0.3	1.3	5.4	12.3	50.0	30.7
G	11455	0.0	0.3	1.3	4.8	11.2	50.8	31.5
H	9810	0.0	0.2	1.4	4.6	9.7	49.7	34.3
I	10989	0.0	0.2	0.9	3.3	8.2	47.7	39.6
J	7118	0.0	0.2	0.7	2.6	7.2	48.2	41.1
V	2981	0.0	0.6	5.2	16.0	26.4	43.7	8.1
Z	1043	0.2	0.4	2.6	8.3	15.9	48.5	24.1

-23-

TABLE 10
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE THREE
MATHEMATICS

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	21011	2.0%	6.6%	11.7%	15.7%	23.4%	28.3%	12.2%
B	6490	0.4	1.8	5.1	9.8	22.3	39.5	21.1
C	6707	0.4	1.5	4.1	7.9	20.4	40.1	25.7
D	8197	0.1	0.7	2.5	6.6	19.4	41.8	28.9
E	5720	0.1	0.6	1.9	5.5	16.0	42.9	33.0
F	4502	0.1	0.6	1.8	5.7	15.0	40.7	36.1
G	8976	0.1	0.5	2.1	5.1	15.9	40.6	35.7
H	9649	0.1	0.7	2.2	5.6	16.1	40.7	34.7
I	6076	0.1	0.5	1.5	4.7	14.8	41.9	36.5
J	6753	0.1	0.3	1.3	4.2	13.5	40.8	39.7
Z	1603	0.1	0.9	2.8	7.1	18.5	42.4	28.3

TABLE 11
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE SIX
MATHEMATICS

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	19957	0.4%	4.8%	14.2%	21.5%	26.6%	24.7%	7.8%
B	6130	0.0	0.8	5.2	13.1	27.2	39.5	14.2
C	6579	0.1	1.1	4.2	10.2	22.7	43.0	18.8
D	8102	0.0	0.5	2.9	9.4	22.2	42.8	22.1
E	6087	0.0	0.5	1.7	7.0	19.5	44.3	26.9
F	4633	0.0	0.3	1.7	7.5	22.2	45.3	22.9
G	9545	0.0	0.3	2.1	6.9	20.1	42.5	28.0
H	10182	0.0	0.4	2.1	7.2	19.4	44.7	26.2
I	6724	0.0	0.3	1.2	4.8	16.8	42.0	34.9
J	7789	0.0	0.1	0.8	3.5	14.8	45.5	35.2
Z	1529	0.0	0.7	2.0	7.1	21.9	45.5	22.9

TABLE 12
PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE NINE
MATHEMATICS

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	20046	0.2%	3.8%	15.6%	26.2%	28.6%	21.7%	3.9%
B	7063	0.0	1.0	5.5	15.1	32.2	37.6	8.5
C	7230	0.1	0.9	5.1	14.3	30.6	38.2	10.8
D	9125	0.0	0.5	3.3	11.4	30.6	43.2	11.0
E	7682	0.0	0.3	2.1	8.1	27.2	45.9	16.4
F	7789	0.0	0.2	1.4	7.6	25.7	48.4	16.7
G	11489	0.0	0.4	2.1	8.2	22.4	47.1	19.8
H	9470	0.0	0.4	1.7	7.9	23.4	45.7	20.9
I	10855	0.0	0.2	0.8	4.4	19.3	49.6	25.7
J	6752	0.0	0.3	1.4	5.3	17.6	49.1	26.3
V	3154	0.0	1.5	8.0	20.6	34.5	32.1	3.4
Z	1194	0.0	0.5	2.5	11.3	27.1	43.7	14.9

TABLE 13

PERCENTAGES OF STUDENTS IN THE SEVEN MINIMUM
STANDARDS CATEGORIES BY DISTRICT FACTOR GROUPINGS

GRADE ELEVEN
MATHEMATICS

DISTRICT FACTOR GROUP	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
A	15187	1.1%	4.2%	11.3%	19.6%	26.3	26.9	10.6%
B	6002	0.3	1.7	5.5	13.1	25.1	34.8	19.4
C	6774	0.2	1.1	4.7	11.5	25.9	36.7	19.9
D	8672	0.2	0.9	3.3	9.1	22.3	40.3	23.9
E	7568	0.1	0.4	1.8	7.7	22.2	40.5	27.3
F	7321	0.2	0.4	2.3	7.8	20.3	38.8	30.2
G	11443	0.2	0.6	2.5	7.2	19.2	38.2	32.2
H	9804	0.2	0.6	2.6	6.3	17.4	38.7	34.2
I	10989	0.2	0.4	1.6	5.2	14.0	38.1	40.5
J	7119	0.2	0.4	1.4	4.8	13.4	38.5	41.3
V	2982	0.4	1.9	6.3	15.2	28.4	37.4	10.4
Z	1042	0.2	1.0	3.0	9.5	22.0	37.4	27.0

was exhibited in the 1979-80 test results. Because most of the major urban cities are categorized into DFG A, these results represent a significant disparity between the achievement levels of students in major city school districts versus all "other" school districts. However, DFG A made the most significant gains of any of the DFGs across all grades and tests over the three year testing period (see Tables 14, 15, 16).

Comparing the MBS Test results for each DFG over the last three years based upon the percent of students meeting the statewide standard, several trends emerge. There are significant increments in the percent of students meeting the standard in each DFG at all grade levels, with the exception of a two percent decline in ninth grade reading for vocational districts. DFG A and DFGs B, C, D demonstrated greater gains in the percent of students meeting the standard for both tests across all grades compared to DFGs E through J.

To further analyze the results of the 1979-80 MBS testing program, the students' scores were grouped according to the type of community in which their school district was located. Tables 17 and 18 present the percent of students in each of the seven minimum standards categories by community type. Tables 19, 20 and 21 present the percent of students meeting the standard by community type for 1980, 1979 and 1978 respectively.

The largest percent of students who met the minimum standard was in the suburban districts closely followed by the regional school districts; the smallest number percent of students meeting the standard was in the urban school districts. The performance

TABLE 14

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD
BY DFG - 1979-80

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
	READING	MATH	READING	MATH	READING	MATH	READING	MATH
DFG								
A	75.4%	64.0%	55.4%	59.1%	54.2%	54.2%	69.0%	63.8%
B	92.6	82.8	80.9	80.9	74.9	78.3	84.7	79.3
C	93.7	86.2	83.0	84.5	76.5	79.6	86.5	82.5
D	96.5	90.0	88.2	87.1	83.6	84.8	90.7	86.5
E	98.1	91.9	90.0	90.8	86.8	89.5	93.3	90.0
F	96.9	91.8	91.1	90.4	88.3	90.8	93.0	89.3
G	97.5	92.1	91.5	90.6	88.7	89.3	93.5	89.6
H	97.8	91.5	91.8	90.3	89.6	90.0	93.7	90.3
I	98.3	93.3	94.4	93.7	92.5	94.5	95.6	92.6
J	98.7	94.0	95.5	95.5	93.1	93.0	96.4	93.2
V	***	***	***	***	65.3	70.0	78.2	76.2
Z	96.5	89.1	90.9	90.3	83.5	85.7	88.5	86.4
TOTAL	91.5	83.9	82.0	82.6	79.5	80.9	88.2	84.3

***No Vocational LEAs with Third or Sixth Grades

TABLE 15

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD.
BY DFG - 1978-79

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
DFG	READING	MATH	READING	MATH	READING	MATH	READING	MATH
A	65.8%	48.5%	47.0%	40.6%	49.3%	47.2%	63.7%	56.3%
B	87.0	71.3	68.3	63.6	69.5	71.4	77.7	73.0
C	88.8	75.4	74.3	70.3	73.0	74.9	82.6	77.6
D	92.8	81.3	78.4	73.3	79.6	82.0	85.6	81.9
E	94.8	85.4	81.7	79.0	82.9	84.8	88.2	83.1
F	96.1	87.5	82.5	79.1	83.2	84.9	89.3	86.3
G	95.6	87.6	84.5	81.7	84.7	86.5	90.5	86.4
H	96.4	87.7	85.7	81.9	86.1	87.8	90.4	86.8
I	97.0	89.8	89.0	86.2	90.5	92.1	93.2	90.5
J	97.5	90.9	90.7	88.6	90.0	90.4	93.0	89.3
V	*	*	*	*	65.3	69.3	71.3	70.4
Z	94.5	82.5	80.4	78.4	77.5	82.6	82.8	76.1
TOTAL	87.7	76.1	74.5	70.4	76.0	77.2	84.2	79.9

*No Vocational LEAs with Third or Sixth Grades.

TABLE 16
PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD
BY DFG - 1977-78

STATE DFG	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
	READING	MATH	READING	MATH	READING	MATH	READING	MATH
A	63.9%	47.9%	48.7%	39.6%	48.2%	44.3%	73.4%	63.4%
B	84.1	69.5	68.7	63.4	68.0	65.9	86.4	79.8
C	86.3	74.8	73.9	70.0	72.8	71.3	88.6	82.4
D	91.7	80.5	79.3	73.9	80.1	78.9	91.5	86.4
E	93.5	82.7	81.3	77.9	83.0	81.5	92.7	87.0
F	93.7	85.2	84.7	79.5	84.6	83.9	94.3	88.8
G	94.6	85.6	84.3	81.4	85.2	84.4	93.5	87.9
H	95.0	87.4	86.3	82.0	86.7	85.0	94.1	89.1
I	96.2	89.3	89.1	86.4	90.8	89.9	96.0	92.4
J	96.9	90.5	90.9	89.4	91.0	88.3	96.6	92.5
V	*	*	*	*	65.2	66.4	83.1	75.5
Z	91.5	80.1	81.4	78.5	78.1	78.6	89.0	80.7
TOTAL	86.3%	75.3%	75.3%	70.4%	76.3%	74.5%	89.9%	84.0%

*No Vocational LEAs with Third or Sixth Grades.

TABLE 17

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

READING

GRADE THREE

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	3087	0.1%	0.0%	1.0%	2.1%	6.2%	33.2%	57.5%
URBAN	39643	0.2	1.7	4.9	8.0	13.3	33.5	38.3
SUBURBAN	31469	0.0	0.1	0.6	1.7	5.8	32.1	59.8
RURAL	11555	0.0	0.2	1.3	3.3	9.2	36.0	49.8

GRADE SIX

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	3232	0.1%	0.2%	2.1%	6.0%	13.3%	44.5%	33.8%
URBAN	39964	0.9	3.2	9.3	15.2	18.9	34.4	18.1
SUBURBAN	33340	0.1	0.3	1.7	6.0	13.9	45.4	32.6
RURAL	10739	0.1	0.6	3.1	8.5	17.5	45.7	24.6

TABLE 17 (Cont.)

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

READING

GRADE NINE

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	22050	0.1%	0.7%	2.9%	7.7%	15.6%	38.2%	34.8%
URBAN	44780	0.7	4.3	10.7	14.2	19.0	30.7	20.4
SUBURBAN	27306	0.1	0.9	3.0	7.2	14.9	37.7	36.1
RURAL	4667	0.1	1.5	6.1	11.7	18.4	37.1	25.1
VOCATIONAL	3158	0.2	2.8	11.6	20.2	25.7	31.2	8.4

GRADE ELEVEN

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	21242	0.1%	0.3%	1.2%	5.0%	11.2%	50.1%	32.1%
URBAN	39711	0.1	0.9	5.1	11.5	16.7	44.6	21.0
SUBURBAN	26769	0.0	0.3	1.3	4.4	10.3	49.9	33.7
RURAL	4240	0.0	0.5	2.8	9.3	16.3	48.3	22.7
VOCATIONAL	2981	0.0	0.6	5.2	16.0	26.4	43.7	8.1

TABLE 18
PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

MATHEMATICS

GRADE THREE

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	3088	0.1%	0.5%	2.6%	6.5%	18.2%	42.8%	29.2%
URBAN	39612	1.2	4.0	7.7	11.2	20.8	33.7	21.5
SUBURBAN	31441	0.1	0.6	2.0	5.3	15.6	41.6	34.8
RURAL	11543	0.2	1.0	3.0	8.2	19.9	41.0	26.7

GRADE SIX

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	3230	0.0%	0.3%	2.7%	8.6%	20.4%	44.2%	23.7%
URBAN	39973	0.2	2.7	8.7	15.1	23.8	33.5	16.0
SUBURBAN	33327	0.0	0.3	1.8	6.3	19.1	43.8	28.7
RURAL	10727	0.0	0.6	2.8	9.1	23.1	43.8	20.6

TABLE 18 (Cont.)

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY COMMUNITY TYPE

MATHEMATICS

GRADE NINE

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	22502	0.0%	0.4%	1.9%	7.8%	24.7%	46.9%	18.3%
URBAN	44703	0.1	2.0	8.9	17.6	27.3	33.5	10.6
SUBURBAN	27272	0.0	0.3	2.1	7.9	23.6	46.3	19.8
RURAL	4668	0.0	0.6	3.0	11.4	29.5	43.5	11.9
VOCATIONAL	3154	0.0	1.5	8.0	20.6	34.5	32.1	3.4

GRADE ELEVEN

COMMUNITY TYPE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
REGIONAL	21246	0.2%	0.5%	2.2%	7.2%	18.3%	39.2%	32.4%
URBAN	39683	0.6	2.2	6.5	13.0	23.3	33.8	20.7
SUBURBAN	26751	0.2	0.5	2.2	6.8	18.1	38.5	33.8
RURAL	4241	0.3	1.3	3.6	10.4	24.3	35.4	24.7
VOCATIONAL	2982	0.4	1.9	6.3	15.2	28.4	37.4	10.4

TABLE 19

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD
BY COMMUNITY TYPE AND REGION - 1979-80

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
COMMUNITY TYPE	READING	MATH	READING	MATH	READING	MATH	READING	MATH
REGIONAL	96.9%	90.3%	91.6%	88.3%	88.6%	89.9%	93.4%	89.9%
URBAN	85.1	76.0	71.4	73.2	70.1	71.4	82.3	77.8
SUBURBAN	97.7	92.0	91.9	91.6	88.7	89.7	93.9	90.4
RURAL	95.1	87.6	87.8	87.5	80.7	85.0	87.4	84.4
VOCATIONAL	***	***	***	***	65.3	70.0	78.2	76.2

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
REGION	READING	MATH	READING	MATH	READING	MATH	READING	MATH
CENTRAL	94.8%	87.8%	86.1%	86.3%	82.1%	83.8%	90.1%	85.6%
NORTHEAST	86.5	78.0	75.8	77.4	75.1	76.0	86.0	81.9
NORTHWEST	94.0	88.0	86.6	86.2	84.0	85.2	90.2	86.8
SOUTH	92.1	83.7	81.6	82.0	77.9	80.5	86.4	83.6

***No Vocational LEAs with Third or Sixth Grades

TABLE 20

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD
BY COMMUNITY TYPE AND REGION - 1978-79

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
COMMUNITY TYPE	READING	MATH	READING	MATH	READING	MATH	READING	MATH
REGIONAL	96.0%	86.3%	85.0%	79.0%	85.5%	87.7%	90.3%	87.0%
RURAL	91.0	78.2	77.7	73.1	74.9	78.2	81.6	77.4
SUBURBAN	95.9	87.5	85.1	82.1	85.0	86.2	89.7	85.8
URBAN	79.6	65.6	63.9	59.3	67.3	67.6	78.8	73.4
VOCATIONAL	*	*	*	*	65.3	69.3	71.3	70.4

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
REGION	READING	MATH	READING	MATH	READING	MATH	READING	MATH
CENTRAL	91.3%	80.7%	77.9%	74.6%	79.1%	79.8%	85.5%	81.0%
NORTHEAST	82.4	69.7	69.6	65.0	72.0	72.6	82.4	77.6
NORTHWEST	92.4	83.4	80.4	77.8	80.2	82.8	87.4	83.9
SOUTH	86.1	71.7	70.7	64.6	73.7	75.1	81.6	77.6

*No Vocational LEAs with Third or Sixth Grades.

TABLE 21

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD
BY COMMUNITY TYPE AND REGION - 1977-78

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
COMMUNITY TYPE	READING	MATH	READING	MATH	READING	MATH	READING	MATH
REGIONAL	95.3%	86.1%	87.2%	81.5%	86.5%	85.4%	94.3%	89.5%
URBAN	77.8	64.9	65.4	59.3	66.4	64.1	85.1	77.9
SUBURBAN	94.9	86.3	85.4	82.5	86.1	84.3	94.3	89.6
RURAL	89.2	77.5	77.5	71.5	75.7	74.9	90.4	84.0

STATE	GRADE 3		GRADE 6		GRADE 9		GRADE 11	
REGION	READING	MATH	READING	MATH	READING	MATH	READING	MATH
NORTHEAST	81.4%	70.2%	71.0%	66.0%	72.0%	69.4%	87.9%	81.7%
NORTHWEST	90.8	81.8	81.6	78.2	80.8	80.6	91.7	86.8
SOUTH	84.6	70.8	71.2	63.9	74.6	72.9	90.0	83.1
CENTRAL	89.6	79.1	78.1	73.7	79.2	77.1	90.9	85.1

of students in rural districts lay between those in urban and suburban districts. Once again, these results reinforce the disparity between test scores of students in urban districts and those of students located in other types of communities.

However, when comparisons are made across the three years of the MBS program, it is apparent that not only has there been a steady increase in the number of students meeting the statewide standard in all community types across all grades and tests, but that the urban districts have demonstrated the most significant gains across all three years of testing at all grade levels and tests when compared to the other types of communities (see Tables 19, 20 and 21).

The final analysis of the Minimum Basic Skills Test results examines the grouping of students by region. The 21 counties of New Jersey have been grouped into four regions each served by an Educational Improvement Center (EIC), an intermediate unit of the Department of Education. The results of the tests according to EIC region are presented in Tables 22 and 23. Table 19 summarizes the results of Tables 22 and 23.

SUMMARY

Overall, there has been a 3.4 percent increase in reading and a 6.9 percent increase in mathematics with respect to the percent of students attaining the minimum basic skill level since the program began in 1978. The increases were greatest in the elementary grades.

TABLE 22

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY EIC REGION

READING

GRADE THREE

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	26027	0.1%	0.4%	1.5%	3.2%	8.1%	33.8%	53.0%
NORTHEAST	27848	0.2	1.7	4.5	7.1	12.0	31.8	42.7
NORTHWEST	16869	0.1	0.4	1.9	3.6	8.1	33.2	52.7
SOUTH	15010	0.1	0.7	2.4	4.7	10.5	35.3	46.3

GRADE SIX

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	26127	0.2%	1.0%	3.8%	8.9%	16.3%	42.3%	27.5%
NORTHEAST	29300	0.8	2.7	7.8	12.9	17.0	36.7	22.2
NORTHWEST	17419	0.2	1.1	3.7	8.4	15.6	43.5	27.5
SOUTH	14429	0.6	1.6	5.1	11.0	17.6	40.6	23.4

TABLE 22 (Cont.)

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY EIC REGION

READING

GRADE NINE

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	30663	0.3%	1.9%	5.3%	10.3%	17.3%	35.9%	29.0%
NORTHEAST	34330	0.5	3.4	8.8	12.2	17.5	32.1	25.5
NORTHWEST	20339	0.2	1.7	5.0	9.1	15.8	35.9	32.3
SOUTH	16629	0.3	2.3	7.3	12.1	19.0	35.3	23.5

GRADE ELEVEN

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	28909	0.0%	0.5%	2.3%	7.1%	13.9%	49.1%	27.1%
NORTHEAST	31807	0.1	0.6	4.1	9.2	14.0	45.4	26.6
NORTHWEST	19318	0.1	0.6	2.4	6.8	12.4	48.3	29.5
SOUTH	14909	0.1	0.6	3.4	9.5	16.0	47.6	22.9

TABLE 23

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY EIC REGION

MATHEMATICS

GRADE THREE

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	26006	0.3%	1.4%	3.3%	7.2%	18.6%	40.0%	29.2%
NORTHEAST	27818	1.3	3.6	7.2	10.0	18.9	34.0	25.1
NORTHWEST	16852	0.3	1.3	3.3	7.2	18.2	40.3	29.5
SOUTH	15008	0.4	2.0	4.6	9.2	19.1	38.6	26.0

GRADE SIX

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	26112	0.0%	0.8%	3.6%	9.3%	21.2%	41.0%	24.0%
NORTHEAST	29289	0.2	2.4	7.3	12.7	21.9	35.6	19.9
NORTHWEST	17417	0.1	0.8	3.5	9.4	21.7	42.7	21.9
SOUTH	14439	0.1	1.4	5.3	11.2	22.7	38.3	21.0

TABLE 23 (Cont.)

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES BY EIC REGION

MATHEMATICS

GRADE NINE

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	30611	0.0%	0.8%	4.1%	11.3%	27.0%	41.5%	15.2%
NORTHEAST	34298	0.1	1.7	7.4	14.9	24.7	36.6	14.7
NORTHWEST	20347	0.1	0.8	3.7	10.2	24.6	44.1	16.6
SOUTH	16593	0.0	0.9	4.9	13.6	29.1	40.8	10.7

GRADE ELEVEN

EIC REGION	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
CENTRAL	28892	0.3%	1.0%	3.5%	9.5%	21.5%	37.5%	26.6%
NORTHEAST	31775	0.4	1.6	5.2	10.9	20.3	34.7	26.9
NORTHWEST	19337	0.4	1.0	3.4	8.4	19.8	37.5	29.5
SOUTH	14899	0.3	1.4	4.4	10.2	22.4	37.3	23.9

In third grade, there has been a growth of 5.2 percent over three years in reading and an increase of 8.6 percent over the same period in math. The most dramatic increases occurred in the sixth grade. There has been a 6.7 percent improvement over three years in reading and an increase of 12.2 percent from both previous years in mathematics.

Increases for the secondary students over the three year testing period were not as pronounced as those for the elementary students. In ninth grade, there has been an increase of 3.1 percent over three years in reading and an increase of 6.4 percent in math over the three-year time period. The declining trend in the percent of 11th grade students meeting the standard has been reversed. In reading, 88.2 percent met the standard this year while 84.2 percent did so in 1979 and 89.9 percent in 1978. In math, 84.3 percent met the standard this year while 79.9 percent did so in 1979 and 84.0 percent in 1978.